

State Teachers College at

LOWELL

1952 - 1953

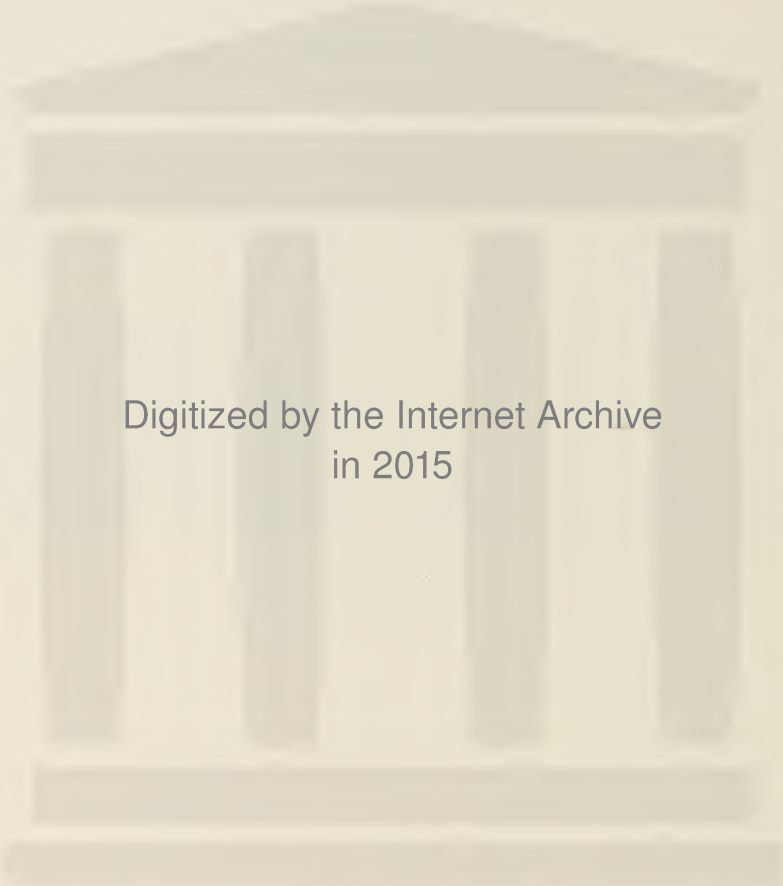
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STATE TEACHERS COLLEGE
AT LOWELL, MASSACHUSETTS



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The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE
LOWELL, MASSACHUSETTS



ESTABLISHED 1894

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THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

MEMBER OF

THE NEW ENGLAND TEACHER PREPARATION ASSOCIATION
THE EASTERN STATES ASSOCIATION OF PROFESSIONAL SCHOOLS FOR TEACHERS
ASSOCIATION OF TEACHER EDUCATION INSTITUTIONS
THE NATIONAL COMMISSION ON ACCREDITING

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FACULTY, 1952-1953

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HERMAN H. BRASE *Associate Professor, Psychology, Education*
Director of Admissions
 B.A., New York University
 M.A., Tufts College

FORTUNATA CALIRI *Instructor English, Assistant Librarian*
 B.A., Emmanuel College
 M.Ed., Boston Teachers College

GERTRUDE M. CUNNINGHAM *Instructor, Elementary Education*
 Diploma, State Teachers College at Fitchburg
 B.S., Ed.M., Boston University

JOHN J. FISHER *Professor, Biological Science*
 B.A., St. John's University
 M.A., Ed.D., Columbia University

WILLIAM R. FISHER *Associate Professor, Music Education*
 B.S.Ed. (Music), M.A., New York University
 Ed.D., Boston University

JOHN R. FITZGERALD *Assistant Professor, Social Studies*
 B.S.Ed., M.Ed., Boston University

H. MARIE GARRITY *Instructor, Health, Physical Education*
 B.S.Ed., State Teachers College at Lowell
 M.Ed., Boston University

MARIE M. GEARAN *Professor, Director of Laboratory Experiences*
 B.S.Ed., M.E., State Teachers College at Fitchburg *(Retiring)*

MARGUERITE L. GOURVILLE *Professor, Director of Laboratory Experiences*
 Diploma, Sargent School of Physical Education
 B.S.Ed., Marywood College
 M.A., Boston University

JOHN R. HART *Professor, Philosophy, Psychology*
 Ph.B., M.Ed., Boston College
 Ph.D., Fordham University

DEMERRITTE A. HISCOE *Associate Professor, Art*
 B.S.Ed., Massachusetts School of Art
 M.Ed., Tufts College

CHRISTINE M. KANE *Assistant Professor, English*
 B.S.Ed., M.A., Boston University

KALERVO KANSANNIVA *Assistant Professor, Speech and Drama*
 B.S.Ed., M.Ed., State Teachers College at Fitchburg

EDWARD T. KNOWLES Assistant Professor, Social Studies
B.S.Ed., State Teachers College at Bridgewater
M.A., Fletcher School of International Law (Tufts, Harvard)

IRENE K. MACDONALD Librarian
B.A., Bates College
M.A., M.S., Columbia University

THOMAS A. MALLOY, JR. Instructor, Social Studies, Assistant
to the Dean for Men
B.A., University of Virginia
M.A., Colgate University

WILLIAM H. MALONE Associate Professor, Mathematics,
Physical Science
B.S., M.Ed., Boston College

MARY E. MCGAUVAN Instructor, Elementary Education
Assistant to the Dean for Women
B.S.Ed., State Teachers College at Lowell
M.A., Boston University

M AUGUSTUS MAZZOCCA Music (Part time)
Diploma, San Pietro Maiella Conservatory of Music, Naples, Italy

M DOMENIC R. PROCOPIO Assistant Professor, Music
B.A., M.A., Harvard University

JULIAN ROBERTS Associate Professor, English, Dean of Men
B.A., M.A., Columbia University

MARGARET R. SHANNON Assistant Professor, Communicative Arts
B.S.,Ed., State Teachers College at Lowell
M.Ed., Harvard University

M CYRUS D. THOMPSON Associate Professor, Music Education
Diploma, New England Conservatory of Music
B.S.Ed., Pennsylvania State College
M.M., Eastman School of Music of the University of Rochester

M MABEL B. WILSON Assistant Professor, Music
Diploma, New England Conservatory of Music
B.Mus., Chicago University
M.Ed., Tufts College

(To be appointed) Instructor, Physical Science, Physical Education

(To be appointed) Assistant Professor, Elementary Education

Bartlett School

THOMAS F. MCSORLEY Master and Training School Principal
B.A., Holy Cross College

ESTHER T. BURNS Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.Ed., Harvard University

VIVIAN C. BURNS Training School Teacher
B.S.Ed., State Teachers College at Lowell
M.A., Marywood College

ELIZABETH C. COFFEY	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
EMMA M. GRAHAM	<i>Training School Teacher</i>
Diploma, Lowell Normal School	
CHARLOTTE D. LOWE	<i>Training School Teacher</i>
Diploma, Lowell Normal School	
FRANCES C. MORIARTY	<i>Training School Teacher</i>
B.A., Boston University	

Washington School

HENRY E. MCGOWAN	<i>Master and Training School Principal</i>
B.S., Lowell Textile Institute	
M.Ed., Boston University	
MARY CLARE HAYES	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
M.Ed., Boston University	
KATHERINE F. KEARNEY	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
M.Ed., Boston University	
GEORGINA P. KEITH	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
M.Ed., Boston University	
ANNA C. KIERNAN	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
M.Ed., Boston University	
CATHERINE V. O'CONNOR	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
ALMA L. WARD	<i>Training School Teacher</i>
B.S.Ed., State Teachers College at Lowell	
M.Ed., Boston University	

Supervisors of Music

ISOBEL GREGORY	<i>Dracut High School</i>
MARY F. WALLACE	<i>Bartlett School-Washington School</i>

Physician

DR. GEORGE J. M. GRANT	<i>College Physician</i>
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Office Personnel

KATHLEEN B. BYRT	<i>Head Clerk</i>
B.S.Ed., State Teachers College at Lowell	
BEATRICE L. MEAGHER	<i>Secretary to the President</i>
MARION A'HERTON	<i>Senior Bookkeeper</i>
FLORENCE J. BRADEN	<i>Junior Clerk and Stenographer</i>

THE STATE TEACHERS COLLEGE AT LOWELL

The State Teachers College at Lowell offers a four year curriculum leading to the degree of Bachelor of Science in Education. Two major fields are offered: one in Elementary Education, one in Music Education. The elementary education curriculum prepares teachers for the elementary schools. Lowell is the only Massachusetts State Teachers College which offers the major field of Music Education.

The primary objective of the State Teachers College at Lowell is to enable its graduates to cope with the strenuous world in which they live and to establish proper personal relations with that world. The graduates thus equipped evaluate their environment critically and change it where necessary and possible rather than fit complacently into it. The curricula offered lead to an adequate knowledge of the major fields of human interest and to an integral understanding of their significance.

Specific objectives in the areas of General Education, and Professional Curricula in the fields of Elementary and Music Education, are as follows:

The General Education Curriculum develops in the students habits of scholarship that will be useful to them as future citizens and educators—

- A. By involving the students in creative thinking processes that will yield a progressive awareness of human values and of the way they work in actual life;
- B. By refining the fundamental tools of reading, writing and thinking;
- C. by refining the effectiveness of oral communication;
- D. by enabling the students to make those value judgments so necessary for active and responsible citizens in a democracy.

The Professional Curriculum is designed to enable the students to understand the child and the adolescent. Upon this understanding are developed the basic knowledges and skills needed to teach the children of our schools the ideals and understandings essential for good citizenship.

In the Department of Music Education, the curriculum develops music teaching skill based on an understanding and appreciation of music, together with thorough training in musical expression and instrumentation conforming to the best artistic standards.

The State Teachers College at Lowell (formerly the State Normal School at Lowell) was established by the Legislature, January 6, 1894, admitted its first class October 4, 1897 and was dedicated June 15, 1898. The College is housed in a single large building with a present enrollment of 417 students. It has no dormitories. The campus occupies a three-acre site in the western section of the city overlooking the Merrimack River. It is located at the corner of Broadway and Wilder Streets.

The construction of an additional Arts and Sciences Classroom Building was authorized by the Legislature in 1951. Ground has been broken for the new building, which is expected to be completed by 1954. It will contain a new gymnasium for both men and women students, a "Little Theatre" type

of Auditorium, Modern Science Laboratories, students' lounge and lunchroom, music and speech classrooms, scenic workshop and ten music practice cubicles.

Laboratory experiences (including student teaching) are recognized as the heart of teacher education. At Lowell these basic experiences are carried on in the Washington School; in the Bartlett School (completed in 1951 at a cost of over one million dollars); and in the Dracut Junior and Senior High School. Enrichment experiences are further provided by cooperating school systems in the Commonwealth.

Requirements for Admission

I. APPLICATION FOR ADMISSION. Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE" and send it to the President. This blank may be obtained at the high school or the teachers college and may be filed after January 1 of the year in which the candidate desires to enter. The blank should be filed not later than one week before the date set for the next scholastic aptitude test. Applications will be accepted later, but, in any of the Teachers Colleges where waiting lists are established, as explained in VII, candidates applying after this date will be placed on waiting lists following the next administration of the examinations.

II. BLANK TO BE FILED BY THE HIGH SCHOOL PRINCIPAL. The principal of the high school is expected to fill out a blank giving the "HIGH SCHOOL RECORD" for each year, and "RATINGS OF PERSONAL CHARACTERISTICS" and send it to the President of the Teachers College.

III. GENERAL QUALIFICATIONS. Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. *High School Graduate.* The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.* The "RATING OF PERSONAL CHARACTERISTICS" and the moral characters of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. SCHOLARSHIP REQUIREMENTS FOR ADMISSION BY CERTIFICATE. (For admission by Examination, see V). Of the 15 units presented for admission, 12 must be selected from Number 2 following and must include the 7 units listed in this paragraph as "Prescribed". The additional 3 units required

may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

1. *Prescribed (7 Units).*

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. *Distribution of Units for Certified Applicants.* The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units**, Fine and Practical Arts, 2 units**; Home Economics, 2 units**; and Physical Education, 1 unit.***

3. *Admission by Certificate. (Plan I.)* The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under IV, 2. The number of units offered is subject to the restriction of IV, 2. Personal interviews are required.

In the case of subjects which continued for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

4. *Admission by Certificate. (Plan II.)* Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed". Personal interviews are required.

* Only one unit of Mathematics is required for admission to the Business Education Course at the State Teachers College at Salem.

** In these fields one additional unit beyond the maximum may be granted as follows: In Business Education Work, Home Economics, Industrial Arts, Art and Music to candidates applying respectively for admission to the Business Education Course at Salem, the Home Economics Course at Framingham, the Industrial Arts Course at Fitchburg, all Courses in the Massachusetts School of Art, and the Music Course at Lowell.

*** One unit granted for the Physical Education Course at Bridgewater only.

V. ADMISSION BY EXAMINATION. Students who are not eligible for admission by certificate or by reason of upper quarter standing as described in the foregoing, but who possess a high school diploma or its equivalent, are recommended by the high school principal, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

VI. WAITING LISTS. If the number of applicants for admission who have applied by the appointed date is in excess of the number that the facilities of the Teachers College will accommodate, the scholastic records and the ratings of the personal characteristics of all applicants will be evaluated. Certified candidates and candidates who are eligible for admission because of upper quarter standing will be admitted first and in that order, as determined by their total scores. Candidates for admission by examination will then be admitted in the order determined by their scholastic and personality records, examination scores, and interviews. Waiting lists will remain in force until after the succeeding examination, when new waiting lists will be established. Vacancies occurring between the examinations will be filled from the established list.

VII. PLACE AND TIME OF EXAMINATION. Examinations may be taken in January, April and September at any State Teachers College, including the Massachusetts School of Art. Candidates who wish to take examinations at a Teachers College other than the one for which they are applying should notify the college president in advance.

VIII. ADMISSION OF STUDENTS TO THE MUSIC EDUCATION DEPARTMENT OF THE STATE TEACHERS COLLEGE AT LOWELL. Students seeking admission to the Music Education Department of the State Teachers College at Lowell, in addition to meeting the regular requirements for admission, must pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be had from the State Teachers College at Lowell.

IX. ADMISSION AS ADVANCED STUDENTS. Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

SCHEDULE OF APTITUDE TESTS FOR 1952, 1953, 1954

(All day—beginning at nine o'clock)

Music Aptitude Tests (to be given at the State Teachers College at Lowell only)

January 31, April 3, June 11, September 4, 1952

February 7, April 11, September 9, 1953

February 6, April 10, September 8, 1954

January 28, April 1, September 8, 1954

Scholastic Aptitude Tests (to be given at all the State Teachers Colleges and the Massachusetts School of Art)

February 1, April 4, June 10, September 5, 1952

January 31, April 4, September 8, 1953

January 30, April 3, September 7, 1954

COLLEGE YEAR BEGINS

September 15, 1952 September 14, 1953 September 13, 1954

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

1. A. Fees for Residents of Massachusetts
\$75.00 a year for graduate and undergraduate
\$2.50 a semester hour—Courses for part-time students
Beginning second semester January, 1953,
\$100.00 a year for graduate and undergraduate
\$3.50 a semester hour—Courses for part-time students
- B. Music Education Course at the State Teachers College at Lowell.
Same fees as for "A" above (Additional expenses to cover Applied Music I and II). Detailed information may be had from the State Teachers College at Lowell, Music Education Department.
2. Fees for Non-Residents of Massachusetts
\$300.00 a year for graduate and undergraduate
Beginning second semester January, 1953,
\$400.00 a year for graduate and undergraduate
3. Student Activity Fee
\$13.00 payable in September at registration for Freshman
\$12.00 payable in September at registration for upper classmen

All payments must be made in advance, without the presentation of bills.

TEXTBOOKS AND SUPPLIES—Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$65.00 a year.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A=4 to 5; B=3 to 3.9; C=2 to 2.9; D=1 to 1.9; E=0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of elective, other

approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course.....passed
(Name)
atwith a grade of.....".
(College)

COLLEGE ACTIVITIES

STUDENT GOVERNMENT

The college has a student council composed of elected representatives of the student body, who, in cooperation with the faculty and the administration, are responsible for organizing and regulating student activities on the campus. Desirable types of social activities are sponsored by this group to develop the social and professional competence of students. The Student Council publishes a handbook—The Torch.

WOMEN'S ATHLETIC ASSOCIATION

The policy of the Women's Athletic Association is to emphasize the enjoyment of sports rather than the exploitation of athletes and the winning of championships.

The college has an athletic board composed of elected representatives of the student body who, in cooperation with the physical education instructor, plan physical activities for all students in the college.

MEN'S ATHLETIC ASSOCIATION

The Men's Athletic Association has been organized to promote individual and team athletics on both an intramural and an intercollegiate basis. Its function includes the promotion of sports and out-of-door activities typical of the American college man's life.

CAMPUS STAR AND KNOLL

The students publish their own college paper and yearbook.

GLEE CLUB

The Glee Club membership is open to all members of the College. Membership is required of all music education students. The club studies and performs important choral styles and works. Students have the privilege of rehearsing and performing with the glee club as soloists. Advanced conducting students are given opportunity to conduct this large ensemble at rehearsals.

JUNIOR AND SENIOR CHOIR

The Junior and Senior music students are organized as a choir. Both accompanied and a cappella literature are studied and presented.

BAND

The Music Department has a student symphonic band in which students may obtain further experience in large ensemble performances. Membership



*Taking
Aim*

*Student
Planning*

Beau Geste



Grace Notes





*Learning
Together ...*

*A Little
Learning ...*



*Music in
the Air ...*



*Breaking
Ground ...*





*Group The Long
Dynamics Reach*

On Tape



Practice Makes...

is open to all college students. It is designed to acquaint the students with the literature of the concert band and provide experience in band technique and routine. Students are given frequent opportunity to conduct in both rehearsal and concert.

Orchestra

The Orchestra is designed to acquaint the students with the literature of the orchestra and provide experience in orchestral technique and routine.

THE COLLEGE MODERN ORCHESTRA

The College Modern Orchestra is open to all college students who qualify and who wish the opportunity to play special arrangements of modern and popular works.

ENSEMBLES

When possible, small ensembles, both instrumental and vocal, will be organized to provide experience in performing in small groups.

RECITALS

Each student in the Music Department is given opportunity to perform at recital programs in both their applied music major and applied music minor areas. All students of the College are welcome to appear in student recitals and to profit by the many additional advantages resulting from the association of many students and teachers in the various branches of the musical art. During the final semester of the fourth year, the senior music students are presented in the Senior Public Recitals.

ELEMENTARY CURRICULUM

FRESHMAN YEAR										Semester Hours
English and Speech										7
World History										6
Biology										6
Mathematics										3
Appreciation of the Arts (Art and Music)										6
Physical Education and Hygiene										3
General Psychology										3
Orientation to College										0
Total										34

SOPHOMORE YEAR										
English and Speech										7
United States History and Government										6
Principles of Geography										6
Physical Science										6
Educational Psychology I, Child Growth and Development										3
Physical Education										1
First Course in Education										3
Total										32

JUNIOR YEAR										
Curriculum Methods and Materials for Teaching in the Elementary Schools										19
Student Teaching										12
Total										31

SENIOR YEAR										
History and Philosophy of Education										4
Sociology										4
Tests and Measurements										3
Reading Adjustment and Speech										3
Physical Education and First Aid										2
Elementary Education Seminar										3
Electives										12
Total										31

MUSIC EDUCATION CURRICULUM

FRESHMAN YEAR

Semester
Hours

English and Speech	7
World History B	3
General Psychology	3
Art Appreciation	3
Physical Education and Hygiene	3
Science and Music (Acoustics)	3
Music Theory	3
Applied Music I and II	4
Instrumental Class I (Percussion and Brass)	2
Educational Psychology I—Child Growth and Development	3
Orientation to College	0
Total	34

SOPHOMORE YEAR

English	6
United States History and Government	6
Physical Education II	1
History and Appreciation of Music	6
Harmony I	6
Conducting I	3
Applied Music I and II	4
Instrumental Class II (woodwind)	2
First Course in Education	3
Total	37

JUNIOR YEAR

Elementary Education (including student teaching)	6
Student Teaching I (music)	2
Physical Education	1/2
Music Materials and Methods I	6
Voice Materials and Methods	3
Harmony II	6
Psychology II Adolescent Growth and Development	3
Applied Music I and II	4
Instrumental Class III (Strings)	2
Elective	3
Total	35 1/2

SENIOR YEAR

History and Philosophy of Education	4
Sociology	4
Student Teaching II and III (Music)	4
Physical Education and First Aid	2
Music Education Seminar	3
Harmony III and Counterpoint	3
Orchestration and Composition	3
Music Materials and Methods II	3
Applied Music I and II	4
Instrumental Class IV (Including Student Teaching)	2
Total	32

Each semester carries non-credit hours in Chorus, Choir, Band and Music Recitals.

DESCRIPTION OF COURSES

(* Indicates the course is an elective)

ART 10—ART APPRECIATION 3 semester hours

A study of a selection of works of old masters and contemporary painters. Attention is drawn to emotional drive, motivation, technique of design and cultural values. Visits to art galleries, studios and museums are encouraged.

ART 11—ART MATERIALS AND TECHNIQUES* 3 semester hours

A study of art materials. The course covers techniques, principles and necessary scientific information used in the production of a work of art. Emphasis is placed on understanding rather than production. Experimentation is encouraged.

ART 20—HISTORY OF ART* 3 semester hours

A study of art as an expression of man's social and cultural growth. Selections from main currents and great periods of art from prehistoric to the present time are considered.

ART 40—CREATIVE ART* 3 semester hours

An advanced studio course for qualified and interested students who wish to carry on individual production in a chosen field of art.

Education

ED. 20—FIRST COURSE IN EDUCATION 3 semester hours

Basic principles of education developed through self-evaluation, observation of children in the training school and class discussion. Through counseling and professional guidance the student indicates at the end of the course what is his choice for practice teaching in the following year.

ED. 30-31-32-33-34-35-36-37—CURRICULUM TECHNIQUES AND MATERIALS FOR TEACHING IN THE ELEMENTARY SCHOOL 19 semester hours

This block of work is a prerequisite to Ed. 38 (Student Teaching). The work is planned as a whole to include basic principles and techniques in teaching and the subject areas are as follows:

Ed. 30—Music

Ed. 31—Social Studies

Ed. 32—Science

Ed. 33—Art

Ed. 34—Arithmetic

Ed. 35—Health and Physical Education

Ed. 36—Communicative Arts

Ed. 37—Observation

ED. 38—STUDENT TEACHING 12 semester hours

Students are assigned to grades in the laboratory schools where they teach under the supervision of qualified laboratory teachers and principals. They assume the responsibilities of the classroom and carry on regular school activities. Every effort is made to give experiences which develop the potential abilities of each student. Several college professors, a laboratory principal, and a music supervisor assist the teacher by observing, demonstrating, counseling and guiding the work of each student during these experiences.

ED. 39—ELEMENTARY EDUCATION AND STUDENT TEACHING

6 semester hours

This course for those majoring in music education is divided into two sections which run concurrently throughout one semester; a four-hour course in basic principles in teaching, and thirty full days of student teaching in an elementary classroom in the laboratory schools.

ED. 42—READING ADJUSTMENT

2 semester hours

This is a laboratory school experience in the elementary school which provides practice in studying and diagnosing the reading disabilities of children. This course follows student teaching.

ED. 43—MULTI-SENSORY AIDS*

3 semester hours

A course which considers the need for audio-visual aids in teaching, types of audio-visual aids available, and the general techniques pertinent to their use. Detailed studies are made of the field trip, objects, models, museums, the still and motion pictures, and the varied graphic materials. The course is largely a laboratory course with special emphasis upon the actual practice and application of the techniques studied.

ED. 44—EDUCATIONAL SEMINAR

3 semester hours

An evaluation of professional experiences covering phases of ethics, school law, curriculum study, and new trends in education.

ED. 45—PRINCIPLES OF SECONDARY EDUCATION

3 semester hours

The evaluation of secondary education in the United States; its essential purposes, achievement and forms of organization.

Educational Philosophy and Psychology

ED. PSY. 10—GENERAL PSYCHOLOGY

3 semester hours

This course deals with the total processes of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought, feelings, and behavior are related to their practical application in the classroom. The learning process will be developed in considerable detail.

ED. PSY. 21—EDUCATIONAL PSYCHOLOGY I—CHILD GROWTH AND DEVELOPMENT

3 semester hours

This course deals with the mental, emotional, physical, social and spiritual wants, needs and interests of the child through adolescence. The course activities will include observing and working with children in learning situations. (Pre-requisite for Ed. 44)

ED. PSY. 31—EDUCATIONAL PSYCHOLOGY II—ADOLESCENT GROWTH AND DEVELOPMENT

3 semester hours

A systematic analysis of the many-sided development of the person between the ages of twelve and eighteen. Special attention is given to the interplay of social factors and the achievement of personality.

ED. PSY. 41—EDUCATIONAL TESTS AND MEASUREMENTS

3 semester hours

The nature of measurement with a survey of the methods of measuring intelligence and achievement. Statistical methods of study are emphasized.

ED. PSY. 42—PRINCIPLES OF GUIDANCE FOR THE ELEMENTARY SCHOOL
TEACHER* 3 semester hours

This course will examine the role of the teacher in initiating and executing a guidance program in the elementary school. For students majoring in music education, the materials will include the secondary level. Special emphasis will be placed upon the purposes of diagnosis and appraisal toward progress in the adjustment and growth of the pupil.

ED. PHIL. 43—HISTORY AND PHILOSOPHY OF EDUCATION 4 semester hours

The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization, past and present. This general purpose, when achieved, will serve two specific purposes. *First*, the synthesis will be used as a framework of reference for the evaluation of contemporary American philosophies of education. *Second*, the synthesis will serve as a framework of reference to enable a prospective teacher to construct a provisional philosophy of education for his or her guidance in education.

English

ENG. 10A—MECHANICS OF WRITTEN EXPRESSION

A non-credit course required of freshmen students who demonstrate the need for improvement in their written expression.

ENG. 10B—READING SKILLS

A non-credit course required of freshmen who demonstrate the need for improvement in their reading techniques.

ENG. 11—WRITTEN COMMUNICATION 3 semester hours

The study and practice of the principles and use of effective English expression. The course aims to develop awareness of diction, style and grammatical usage through reading, writing, and the evaluation of both.

ENG. 12—LITERATURE I: The Greeks and The Bible 3 semester hours

This is the first of three core courses in literature in the General Education Program of the college. The Biblical selections chosen, the epic of Homer, representative Greek tragedies and selections from Platonic Dialogues are read to involve the student in creative reading and thinking processes, that will make him progressively aware of human values, the ways they work in actual life, and how they form the basis of our cultural heritage. (Frequent written assignments are required.)

ENG. 13—FUNDAMENTALS OF EFFECTIVE SPEAKING 1 semester hour

The aim of this course is to enable the student to develop an effective communicative tool essential to life, and to the specific job of the teacher. This course should acquaint the student with a knowledge of how oral communication is effected, and provide as many speaking experiences as possible.

ENG. 21—LITERATURE II. ENGLISH AND AMERICAN WRITERS
3 semester hours

(Chaucer, Shakespeare, English and American poets and novelists.)
The aim of this second core course is to discover the meaning, interest,

and value of the texts read. It provides further illumination of the underlying values in our cultural heritage. (Frequent written assignments are required.)

ENG. 22—LITERATURE III. INTRODUCTION TO MODERN LITERATURE

3 semester hours

(Representative European and American poets, dramatists, novelists, and short story writers)

The aim of this third core course is to provide a direct contact with the literature of our own epoch. Specifically, the course attempts to derive a better understanding and evaluation of those elements in our cultural heritage which seem paramount in our time. (Frequent written assignments are required.)

ENG. 23—THE SPEECH PERSONALITY OF THE TEACHER 1 semester hour

Individual training for the prospective teacher in the use of speech as a teaching tool. The course also aims to create an awareness of the part speech plays in the personality of the pupil.

ENG. 40—AMERICAN ISSUES IN LITERATURE* 3 semester hours

Our past, our present and the probable shape of our future are herein presented through varied selections from American literature.

ENG. 41—PHILOSOPHY IN LITERATURE* 3 semester hours

Examination of a few of the major trends in Philosophy and the literature which shows how man has lived and continues to live by them.

ENG. 42—CHILDREN'S LITERATURE* 3 semester hours

An exploration of poetry and prose suitable for children of the elementary school.

ENG. 43—BASIC PRINCIPLES OF REMEDIAL SPEECH 2 semester hours

A laboratory course in which the classroom teacher learns the techniques the specialist applies to the correction of speech defects in children, to effect a better personal relationship with all concerned, and to assume responsibilities with certain children from the laboratory school who could benefit from help in those areas where the classroom teacher is equipped to operate.

ENG. 44—20th CENTURY AUTHORS* 3 semester hours

An examination of some of the leading 20th century writers, their techniques and the dominant forces which shape our contemporary literature.

ENG. 45—CREATIVE WRITING* 3 semester hours

Exposition, narration, description, and argumentation. Group discussion, individual conference and criticism will serve to aid the student in developing capacity for original work.

ENG. 46—ROMANTIC POETRY OF 19th CENTURY ENGLAND* 3 semester hours

A mere concentrated study of the works of Wordsworth, Coleridge, Byron, Shelley and Keats.

(to be given in 1953-54)

ENG. 47—MODERN DRAMA*

3 semester hours

A study of the ideals, motives and problems of our modern life as revealed by the best playwrights.

ENG. 48—SHAKESPEARE*

3 semester hours

The development of the writer from his early comedies, histories and tragedies to his more mature works in those areas.

(to be given in 1953-54)

Foreign Languages

FRENCH 1*

3 semester hours

This course involves extensive practice in pronunciation by means of songs and stories and ordinary conversation, and listening to recordings of French pronunciation. It emphasizes singing French songs, enlarging the vocabulary and translating texts used.

FRENCH 2*

3 semester hours

A continuation of French 1.

GERMAN 1*

3 semester hours

The purpose of this course is to familiarize the student with German pronunciation, the development of a usable vocabulary and a sufficient knowledge of grammar to identify forms and specific meaning.

GERMAN 2*

3 semester hours

A continuation of German 1.

ITALIAN 1*

3 semester hours

This course is planned primarily for voice majors and centers around the musical diction of Italian in Italian songs. Enough grammar is taught to effect an understanding of the language, but the major emphasis is on pronunciation. Most of the work of the course will come from illustrated examples of Italian song literature.

ITALIAN 2*

3 semester hours

A continuation of Italian 1.

Health and Physical Education

PHYS. ED.—10-20-30-40

3 semester hours

A continuing four-year program of activities selected with consideration for the physiological, anatomical and sociological growth of the students. The fundamental skills are presented to each class in accordance with their respective level in the college program.

Such activities as field hockey, basketball, softball, volleyball, tenniquoit, enable the students to become familiar with team sports. The individual sports also receive equal attention in the program. They include swimming, tennis, riding, archery, badminton, and bowling. Each year the class work changes to permit the student to gain new understandings, skills and ability to play the activities recreationally. In their last year opportunities for coaching are afforded.

PHYS. ED. 11—HYGIENE

2 semester hours

This course considers the functions and the care of the body together with such knowledge of community hygiene as is necessary for the greater social worth of the individual.

PHYS. ED. 40—PHYSICAL EDUCATION AND FIRST AID

1 semester hour

This course is offered to seniors to enable them to receive their American Red Cross Standard First Aid Certificate before graduating from the college. Emphasis is given to the phase of first aid that would be common to the future teachers or future members of a community.

PHYS. ED. 41—CHILD HEALTH*

3 semester hours

This elective course aims at familiarizing the future teacher with such school health problems as school sanitation, communicable disease control, remedial physical defect, etc.

Science and Mathematics

SCI. 11-12—BIOLOGICAL SCIENCE

6 semester hours

The principles of the biological sciences are taught with emphasis on general biological concepts and modes of scientific approach to biological problems. This course includes lectures and laboratory work.

SCI. 13—ACOUSTICS

3 semester hours

The fundamentals of acoustics are taught, including the principles of mechanics, properties of matter, force and motion, elasticity of sound. This course is conducted by members of the science and music departments.

SCI. 21-22—PHYSICAL SCIENCE

6 semester hours

This course is based on the development of the broad theories and principles of motion oriented to an understanding of the major scientific explanations of phenomena associated with the solar system, kinematics, heat, and matter in the gaseous state.

The major emphasis is placed on understanding scientific generalizations of observable facts concerned with the properties and the structure of matter. Topics are drawn from the fields of geology, chemistry, magnetism and electricity, and theories of the structure of atoms. This course includes lectures and laboratory work.

SCI. 41—THE HISTORY OF SCIENCE*

3 semester hours

An elective course designed to give students: (1) knowledge of the historical development of technology and scientific thought; (2) an understanding of the relationship between the theoretical and the practical; and (3) an appreciation of the interaction of science and society in the development of our modern civilization.

MATH. 10—MATHEMATICS SKILLS

A non-credit course required for all freshmen who demonstrate the need for improvement in their mathematical skills.

MATH. 11—GENERAL MATHEMATICS

3 semester hours

A general education course designed to give students opportunities to think through quantitative situations; to appreciate the concise, precise rigor of our

number system as a means of communication; to gain insight of the fundamental processes of calculation. Using a radix or base of five, an unfamiliar number system is developed and used with the fundamental processes. Topics from algebra, trigonometry, logarithms and calculus are used to generalize and extend the fundamental concepts of the exponential number system.

MATH. 41—MATHEMATICAL ANALYSIS 1* 3 semester hours

A unified elective course which makes a systematic study of many different modes of variation, discovers exact relations between varying quantities, and devises suitable methods of making any necessary calculations. It includes topics from elementary analytic geometry, elementary calculus, and trigonometry. (to be given 1953-54)

Social Studies

HIST. 11-12—WORLD HISTORY 6 semester hours

This two semester course concerns the development of civilization, accentuating the special characteristics and contributions of successive periods and people from primitive man to the present. The political, cultural, economic, and social phases of development are emphasized.

HIST. 21—UNITED STATES HISTORY 3 semester hours

A comprehensive examination is made of the development of American ideals and institutions which form the basis of the American way of life. Areas in every period of our history that have contributed to this study are carefully analyzed. Much attention is given to the historical backgrounds out of which have developed our social, political and economic problems.

HIST. 22—UNITED STATES GOVERNMENT 3 semester hours

The purpose of this course is to acquaint the student with the origin, development and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the President and the importance of the Judiciary.

HIST. 41—CONTEMPORARY INTERNATIONAL AFFAIRS* 3 semester hours

A study of outstanding current happenings in the field of international relations. (to be given in 1953-54)

SOC. 41—PRINCIPLES OF SOCIOLOGY 4 semester hours

Study of society, culture, places, people, basic institutions and processes, control and change as they affect man's social life.

GEOG. 21-22—PRINCIPLES OF GEOGRAPHY 6 semester hours

The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

GEOG. 41—ECONOMIC GEOGRAPHY* 3 semester hours

To develop geographic understanding of world patterns of present and potential producing and consuming areas, through a study of regional work and trade activities in their natural environmental and inter-regional relationships, is the aim of this course.

Music

MUSIC 10—ELEMENTS OF MUSIC

This non-credit course is required of all students who demonstrate the need for improvement in the fundamentals of music.

MUSIC 11—MUSIC APPRECIATION

3 semester hours

This course is designed for the students majoring in elementary education. Appreciation of music—including understanding of the materials of music, rhythm, melody, harmony, and tone color—will be derived from the history of music.

MUSIC 13-23-33-43—APPLIED MUSIC I and II

16 semester hours

Fifteen one-half hour lessons in both Major and Minor areas per semester are required.

Voice Major—Students who major in voice are required for their applied music minor to study piano throughout the four years.

Piano Major—Students who major in piano are required for their applied music minor to study voice throughout the four years.

Instrumental Majors—Students who major in an instrument are required for their applied music minors to study voice during the freshman and sophomore years, and piano during the junior and senior years.

1. Applied music lessons may be taken from any private music teacher who is qualified and is approved by the head of the Music Department.
2. Students may be required to change teachers at any time if there is a lack of progress.
3. Strict account must be kept of content of lessons and amount of practice must be recorded.
4. Students have opportunity to display their progress at recitals and at the applied music examinations given at the end of each semester.

MUSIC 14-24-34-44—INSTRUMENTAL PRACTICE TEACHING OF PERCUSSION BRASS, WOODWIND AND STRINGS

8 semester hours

During the four years courses are given in instruction and methods of teaching the instruments of orchestra and band.

14—A. Percussion B. Brass

24— Woodwind

34— Strings

44— Observation and Instrumental Student Teaching

MUSIC 15—MUSIC THEORY

3 semester hours

This course is designed for students majoring in music education. Solfege, rhythmic and interval drill, and melodic, rhythmic, and simple choral dictation are stressed.

MUSIC 21-22—HISTORY AND APPRECIATION OF MUSIC

6 semester hours

Great movements in the development of the art of music are taught. The class participates in listening and analyzing recorded music, and performing in planned programs of music of the various periods.

MUSIC 23-24—HARMONY I

6 semester hours

This course is an introduction to harmony, key signatures, triads (major and minor), open harmony, cadences (using chords I, IV, V), inversions

dominant seventh chords, resolutions and inversions, melodic and harmonic dictation, and keyboard harmony, original compositions and analysis of chords.

MUSIC 25—CONDUCTING 3 semester hours

This course includes the development of baton technique and the presentation of various kinds of school music materials both vocal and instrumental. It includes score reading, interpretation, program construction, and the development of clarity and style.

MUSIC 31-32—MUSIC MATERIALS AND METHODS IN THE ELEMENTARY SCHOOL 6 semester hours

This course is a preparation for the teaching of Elementary School Music. It includes the teaching techniques and materials required for both vocal and instrumental areas.

MUSIC 33—HARMONY II 6 semester hours

This course is a continued study in harmony emphasizing non-harmonic tones, secondary chords (II, VI, III, VII) and their inversions, modulations to related keys and chords of 9th, 11th and 13th.

MUSIC 34—VOICE METHODS AND MATERIALS 3 semester hours

This course includes the development of the fundamentals of correct voice production: breathing, breath control, elementary study of vowel forms and consonants, poise, posture, and stage presence. Emphasis is placed upon the development of the student's voice and methods of teaching.

MUSIC 36-46—STUDENT TEACHING OF MUSIC I, II, III 6 semester hours

Observation and student teaching of music to children in the elementary, junior and senior High Schools under skilled supervision.

MUSIC 41—MUSIC EDUCATION SEMINAR 3 semester hours

This course involves the analysis of individual problems in the field of music education—the training of teachers in service, efficient administration, coordination with other departments, the relationship of the supervisor to pupils, teachers, other school officials, and to the community.

MUSIC 42—MUSIC MATERIALS AND METHODS IN THE SECONDARY SCHOOLS 3 semester hours

This course is a preparation for the teaching of music in the Junior and Senior High School. It includes the teaching techniques and materials required for both vocal and instrumental areas.

MUSIC 43—ADVANCED HARMONY III and COUNTERPOINT 3 semester hours

This course is an examination of the more complex harmonic forms.

A study of 16th and 18th century counterpoint with original contrapuntal compositions, using both modal and modern scales is accented.

MUSIC 44—ORCHESTRATION AND COMPOSITION 3 semester hours

This course includes arranging music for instruments: study of their ranges, transposition and color.

MUSIC 45—HARMONIC AND STRUCTURAL ANALYSIS* 3 semester hours

This course is an analytical study of the construction of selected music of great composers.



THE COMMONWEALTH OF MASSACHUSETTS